

SEVENTIETH
ANNUAL MEETING
OF THE
AMERICAN INSTITUTE OF INSTRUCTION

PROCEEDINGS, CONSTITUTION, LIST OF
ACTIVE MEMBERS, AND ABSTRACTS
OF ADDRESSES.

PUBLISHED BY ORDER OF THE
BOARD OF DIRECTORS.

BOSTON:
AMERICAN INSTITUTE OF INSTRUCTION.
1900

LZ 13
A 51
1900

COPYRIGHT, 1900,
BY EDWIN H. WHITEHILL,
Secretary
OF THE AMERICAN INSTITUTE OF INSTRUCTION.

STATE OHIO

YTEREVING

PRINTED BY ARTHUR H. WILLIS,
BRIDGEWATER, MASS.

CONTENTS.

JOURNAL OF PROCEEDINGS,	5-18
HENRY BARNARD, LL.D.,	19
LIST OF HONORARY AND ACTIVE MEMBERS,	21
CONSTITUTION,	31
ABSTRACTS OF ADDRESSES,	35-61
New Conditions Confronting the New Century,	35
The Crisis,	52
*The Personal Equation,	53
*Robert Burns,	55
*Nature and The Child,	56
The Common School as a Social Centre,	58

*Reprinted from the Journal of Education by permission of the New England Publishing Company.

2143000

13818

American Institute of Instruction.

SEVENTIETH ANNUAL MEETING.

HALIFAX, NOVA SCOTIA,

JULY 7, 8, 9, 10, 11, 1900.

JOURNAL OF PROCEEDINGS.

FIRST DAY—SATURDAY, JULY 7.

EVENING SESSION.

The 70th annual meeting of the American Institute of Instruction was called to order in the Old Exhibition Building at 8 p. m., His Honor, Sir Malachy Bowes Daly, Lieutenant-Governor of Nova Scotia, presiding. An audience of about a thousand persons was present. After a selection by the military band of twenty-five pieces, His Honor welcomed the Institute to Halifax and Nova Scotia in an eloquent address which showed the warm sense of kinship existing between the neighboring peoples.

After an appropriate selection by a mixed quartet, Hon. J. W. Longley, Attorney-General of the Province, was introduced, who, in a forceful address, emphasized

the place that Great Britain and the United States have in promoting the best results of education among the nations of the earth. His Worship, Mayor Hamilton, extended to the visiting members of the Institute the hospitality of the city.

"Rule Britannia" by the band aroused the enthusiasm of the audience, a large proportion of whom were from the city and province.

In the welcoming words of His Grace, Archbishop O'Brien, the power of the moral and physical attributes of education in the great movements of the world's history was the predominating theme. Dr. A. H. Mackay, representing the 100,000 pupils in the schools of the province, was the next speaker, dwelling upon the theme of the common interests of the English-speaking peoples.

Following selections by the band, and vocal solo by Mrs. Hagarty, Hon. Mason S. Stone, the President of the Institute, gave a very happy response to the addresses of welcome. The next speaker was the Hon. J. G. Foster, Consul-General of the United States, who gave a very clear statement of the statistics of education in this country. "Star-Spangled Banner" by the band very appropriately followed his remarks.

The last speaker of the evening was the Hon. W. W. Stetson, Supt. of Education for the state of Maine, who thrilled all his hearers by his ringing sentiments of friendship and hopeful outlook for the common destiny of the Anglo-Saxon race.

The session closed with announcements by the President and a selection by the mixed quartet.

SECOND DAY—SUNDAY, JULY 8.

In the evening, meetings were held by invitation at the Brunswick St. Methodist Church, where Hon. C. C. Rounds of Washington, D. C. spoke on "The Crisis": at St. Matthew's Presbyterian Church, with Rev. Norman Seaver of Montpelier, Vt., as the speaker on the theme, "The Need of Method in Divine Revelation": and at the First Baptist Church, with Dr. A. E. Winship, Editor of the Journal of Education as the speaker. All these meetings were largely attended.

THIRD DAY—MONDAY, JULY 9.

MORNING SESSION.

The morning meetings of the Institute were held in Orpheus Hall, where Pres. Stone called the meeting to order at 9.30, introducing the Rev. Rural Dean Armitage to conduct the devotional exercises. An instrumental trio by Misses Farquhar, E. White, and M. White gave much enjoyment to the members of the Institute.

The first speaker of the morning was Mr. Ossian H. Lang, Editor of the School Journal, New York City. His subject was "The Common School as a Social Center," and he very forcibly showed how the business of the school is to do something more than give the pupils an education. It is to furnish a center for the social and moral betterment of the district in which it is situated.

At this point the President announced the following committees:

On Resolutions.

A. E. Winship of Massachusetts.
H. S. Tarbell of Rhode Island.
Adelaide V. Finch of Maine.
M. E. Marvin of New Hampshire.
F. A. Verplanck of Connecticut.

On Nominations.

H. C. Hardon of Massachusetts.
W. E. Ranger of Vermont.
Sarah Dyer Barnes of Rhode Island.
Bertha M. McConkey of Connecticut.
W. H. Winslow of Maine.

On Finance.

W. W. Stetson of Maine.
J. C. Simpson of Massachusetts.
F. W. Whitney of Massachusetts.

On Membership.

W. E. Ranger of Vermont.
G. A. Stuart of Connecticut.
C. P. Hall of Massachusetts.
I. C. Phillips of Maine.

Mr. Andrew W. Edson, Assistant Superintendent, Boroughs Manhattan and The Bronx, New York City, presented the qualifications which should mark the successful and earnest teacher, emphasizing especially the thought contained in his subject, "The Personal Equation."

Miss Murphy then favored the Institute with a vocal solo.

In the absence of Mr. Charles B. Gilbert of New Jersey, whose name appeared on the program, Dr. Rounds spoke on the influence of environment in education as a power to overcome the tendencies of heredity. This closed the morning session.

EVENING SESSION. OLD EXHIBITION BUILDING.

President Stone called the meeting to order at 8.10 p. m. The speaker of the evening was Dr. A. E. Winship, and his subject "Rascals and Saints." A large audience, composed of members of the Institute and citizens of Halifax, was present, giving closest attention to the very interesting address. The musical numbers consisted of a selection by a male quartet and a solo by Miss Hubley.

After the exercises, the members of the Institute attended, by invitation, a complimentary concert in the Public Gardens, tendered by the city government Commissioners.

FOURTH DAY—TUESDAY, JULY 10.

MORNING SESSION.

Rev. Dr. Black of St. Andrew's Church conducted the devotional exercises. Miss Edith Archibald played with skill Rhapsodie No. 8, by Listz.

Two of the speakers announced for this session were unavoidably absent, but abundant material of the best quality was present to fill their places. Perhaps nothing showed more clearly the high character of the members present than their willingness and their ability to go before audiences at short notice and speak most acceptably on themes of vital interest. Dr. H. S. Tarbell of Provi-

dence, R. I., took for his subject "The Deceitfulness of Figures": Dr. Winship presented a most urgent plea for the magnification of educational leaders on the part of teachers: Dr. Rounds gave expression to the need of more thinking and reflection in our school training.

After the vocal solo by Miss Frazee, Judge Wendell Phillips Stafford of St. Johnsbury, Vt., delighted the audience with a most masterly and eloquent oration on "Robert Burns."

By courtesy of the Dominion Government through Mr. Parsons, Commissioner of the Fisheries Department, the members of the Institute enjoyed a most delightful excursion about the harbor on the government steamer "Stanley."

EVENING SESSION.

The last evening session of of the Institute was called to order at 8.20 by the President. A mixed quartet rendered in a pleasing manner Pinsuti's "We'll Gaily Sing and Play." The subject for the evening was "New Conditions Confronting the New Century," a subject handled in an exceedingly interesting manner by Rev. Josiah Strong of New York City, Secretary of the Evangelical Alliance and President of the League for Social Service.

At the close of the address, Dr. Winship, as Chairman of the Committee on Resolutions, read the following report, which was unanimously adopted by a rising vote.

Report of the Committee on Resolutions.

The American Institute of Instruction, in its 70th annual meeting desires to place on record its appreciation of the wisdom of the board of directors in selecting this

as the place of meeting; its appreciation of the citizens of Halifax under the lead of the mayor, superintendent and supervisor of schools in providing more varied and more discriminating comforts and luxuries by way of places of meeting and entertainment than have been enjoyed by this Institute in many years, if indeed they have been equaled in its history: and the Institute desires especially to emphasize in this connection the hospitality of the Halifax Club, the local newspaper reporters, the elaborate, appropriate and patriotic decorations of the hall, the artistic and popular music for its meetings, the grand, and inspiring garden concert with the illumination and aquatic exhibition, and above all the delightful excursion in the harbor upon the "Stanley," furnished by the Dominion of Canada, an outing in enjoyment, invigoration and restfulness without a parallel, probably, in the experience of any educational association. It is to be regretted that we are unable to specify the names of those to whom we are indebted, but so many have been concerned in these endless hospitalities that it is impracticable, and we must be content with thanking one and all for the courtesies received from the citizens and the city of Halifax, the Province of Nova Scotia, and the Dominion of Canada. We would further thank the churches, hotels, railway and steamship lines for their courtesies in connection with this meeting.

A. E. Winship,	} <i>Committee on Resolutions.</i>
H. S. Tarbell,	
F. A. Verplanck,	
Adelaide V. Finch,	
W. H. Winslow,	

On the adoption of this report, the meeting adjourned.

FIFTH DAY—WEDNESDAY, JULY 11.

MORNING SESSION.

The closing session of the Institute was called to order in Orpheus Hall at 9.30. The Rev. William Dobson of Grafton St. Church led the devotional exercises. After a vocal solo by Miss Daisy Foster, Mr. L. Z. Brandford, Headmaster of Titchfield School, Port Antonio, Jamaica, spoke very interestingly of "Life in Jamaica."

Rev. William J. Long of Stamford, Conn., held the closest attention of the audience while he talked for an hour on "Nature and the Child," emphasizing the truth that the true nature study was not that of the school and the laboratory, but that of life in the open air.

Following a vocal solo by Mrs. J. McD. Taylor the last address of the meeting was delivered by Dr. Alexander MacKay, Superintendent of Education for Nova Scotia. His subject was "Some Tendencies in Education." His address took on also the character of a farewell address to the members of the Institute.

The regular business meeting of the session was held immediately at the close of Dr. MacKay's address. The report of the Committee on Membership was read by the secretary, who was instructed by vote of the meeting to register the persons whose names follow as active members.

Walter E. Andrews, Newburyport, Mass.

James W. Brehaut, North Attleboro, Mass.

Hattie A. Brown, Barrington, R. I.

Nellie Brown, Plymouth, Vt.

Myrtie M. Burdett, 16 Seminary St., Charlestown,
Mass.

- E. J. Cox, Newtonville, Mass.
W. C. Crawford, Ashford St., Allston, Mass.
L. L. Camp, 74 5th Avenue, New York City.
Herbert C. Creed, Fredericton, N. B.
G. J. Cummings, Washington, D. C.
Arthur D. Dean, Springfield, Mass.
A. F. Gilmore, Turner, Me.
Charlotte B. Hall, West Roxbury, Mass.
Hortense Herson, South Manchester, Conn.
J. Florence Holden, Lynn, Mass.
Frank A. Holman, Springfield, Mass.
C. H. Lingham, 13 Tremont Place, Boston, Mass.
Eva McConkey, South Manchester, Conn.
R. B. Metcalf, 93 Summer St., Boston, Mass.
Minnie B. Moore, Lambertville, N. J.
Herbert L. Morse, West Roxbury, Mass.
Rev. Dr. Paisley, Sackville, N. B.
Edith A. Root, South Manchester, Conn.
W. H. Sanderson, Bridgewater, Mass.
J. D. Seaman, Charlottetown, P. E. I.
Cora C. Sherman, 34 Barnaby St., Fall River, Mass.
S. Annie Starkweather, North Adams, Mass.
Charles H. Stearns, Johnson, Vt.
C. A. Stevens, 22 Grove St., Norwich, Conn.
Stella A. Taylor, Plymouth, Vt.
C. Bernice Townsend, Lynn, Mass.
William S. Ward, Cambridge, Mass.
Frank W. Whitney, Watertown, Mass.
Minna Wilkinson, South Manchester, Conn.
Kate R. Williams, 51 Summer St., Taunton, Mass.
Susie M. Wolfenden, Geo. B. Stone School, Boston,
Mass.

The treasurer's report, showing a balance on hand of \$2,782.87 was read, accepted and ordered placed on file.

The report of the Finance Committee was read by the treasurer and accepted.

The report of the Committee on Nominations was read and in accordance with the vote of the members, the secretary cast a ballot for the following officers, who were thereupon declared duly elected.

President.

Hon. Mason S. Stone, Morrisville, Vt.

Vice-Presidents.

MAINE.

W. J. Corthell, Gorham.
Elizabeth Hall, Lewiston.
W. E. Russell, Gorham.
Mary S. Snow, Bangor.
W. H. Winslow, Bath.

NEW HAMPSHIRE.

William H. Cummings, Meriden.
Channing Folsom, Dover.
Lemuel S. Hastings, Nashua.

VERMONT.

G. A. Andrews, Derby.
Edward Conant, Randolph.
W. E. Ranger, Johnson.
N. J. Whitehill, White River Junction.

MASSACHUSETTS.

George I. Aldrich, Brookline.
Sarah L. Arnold, Boston.
Thomas M. Balliet, Springfield.
Thomas H. Barnes, So. Boston.
Herbert H. Bates, Cambridge.
Walter P. Beckwith, Salem.
A. G. Boyden, Bridgewater.
W. F. Bradbury, Cambridge.
A. H. Campbell, South Hadley, Falls.
Francis Cogswell, Cambridge.
E. J. Cox, Newtonville.
William N. Cragin, Bedford.
M. Grant Daniell, Boston.
J. G. Edgerly, Fitchburg.
Gertrude Edmund, Lowell.
S. I. Graves, Springfield.
Charles P. Hall, Shelburne Falls.
H. C. Hardon, South Boston.
W. E. Hatch, New Bedford.
Joseph Jackson, Worcester.
Robert C. Metcalf, Boston.
Charles H. Morss, Medford.
W. A. Mowry, Hyde Park
A. Eugene Nolen, Fitchburg.
Lincoln Owen, Boston.
G. A. Southworth, Somerville.
Edwin P. Seaver, Boston.
John Tetlow, Boston.
Edwin S. Thayer, Fall River.
John G. Thompson, Fitchburg.

James W. Webster, Malden.
E. H. Whitehill, Bridgewater.
Henry Whittemore, Framingham.

RHODE ISLAND.

Benjamin Baker, Newport.
Sarah Dyer Barnes, Providence.
George E. Church, Providence.
E. Harrison Howard, Providence.
David W. Hoyt, Providence.
Walter B. Jacobs, Providence.
Nathan G. Kingsley, Providence.
Horatio B. Knox, Providence.
Lewis H. Meader, Providence.
Joseph E. Mowry, Providence.
John M. Nye, Phenix.
W. T. Peck, Providence.
H. S. Tarbell, Providence.

CONNECTICUT.

David N. Camp, New Britain.
Charles W. Deane, Bridgeport.
Adelaide V. Finch, Waterbury.
Wilbur F. Gordy, Hartford.
Bertha M. McConkey, South Manchester.
G. A. Stuart, New Britain.
F. A. Verplanck, South Manchester.

Secretary.

Frank W. Whitney, Watertown, Mass.

Treasurer.

Alvin F. Pease, Malden, Mass.

Assistant Secretary.

Mrs. James R. McDonald, West Medford, Mass.

Assistant Treasurer.

Nathan L. Bishop, Norwich, Conn.

Counsellors.

James S. Barrell, Cambridgeport, Mass.

Orsamus B. Bruce, Lynn, Mass.

Fred Gowing, Providence, R. I.

Frank A. Hill, Cambridge, Mass.

Charles D. Hine, Hartford, Conn.

Ray Greene Huling, Cambridge, Mass.

George H. Martin, Lynn, Mass.

Charles W. Parmenter, Cambridge, Mass.

W. W. Stetson, Auburn, Me.

Thomas B. Stockwell, Providence, R. I.

George A. Walton, West Newton, Mass.

A. E. Winship, Boston, Mass.

President Stone, in accepting the office of President for a second term, thanked all who had in any way contributed to make the meeting a success. Dr. Winship, in behalf of the Committee on Resolutions, asked that the Committee be allowed more time to prepare suitable resolutions in regard to the death of Hon. Henry Barnard, an honorary member of the Institute. This request was

granted, and the Committee were requested to make their report in the annual volume.*

Mr. McKay, Supervisor of the Halifax schools, was then called to the platform to receive the thanks of the Institute for his earnest and untiring efforts in making local arrangements for the meeting.

The meeting was closed with the singing of "God Save the Queen" and "America." "One of the most successful meetings ever held by the Institute," was the general verdict.

*See opposite page.

HENRY BARNARD, LL.D.

Whereas Henry Barnard, LL.D., the only eminent educational leader whose services were associated with each of the last three quarter-centuries passed from earth on July 5, 1900. Therefore,

Resolved, That the American Institute of Instruction record its appreciation of the nobility of purpose which led him as a young man of high scholarly attainments, family distinction and inherited wealth to choose as a life work the field of education instead of statesmanship or law, both of which offered special inducements to a man of his capacity and social standing.

Resolved, That the Institute record its appreciation of Dr. Barnard's mastery of the history, science and art of education as revealed in his remarkably forcible addresses and in Barnard's "Journal of Education," which must ever be the greatest treasurehouse of information regarding the educational activities and results of the world prior to 1875.

Resolved, That the Institute record its appreciation of the special service rendered the cause of education by his connection with public state education in Connecticut,

Rhode Island, and Wisconsin, and in the establishment of the National Bureau of Education of which he was the first Commissioner.

Resolved, That the Institute record its gratitude that Dr. Barnard's life was spared to almost threescore years and ten, preserved in physical and mental vigor to the last; and while there is nothing sad in the peaceful departure at such an advanced age of a man of uniform health, exemplary life and usefulness, there is a deep sense of the personal and professional loss attendant upon the removal from the companionship of earth of a man as much admired and so ardently beloved.

Resolved, That these resolutions of sympathy and appreciation be forwarded to his bereaved daughters who devotedly ministered to him to the last.

HONORARY MEMBERS
OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

Camp, David N., New Britain, Conn.
Smith, Elbridge, Dorchester, Mass.
Stone, Admiral P., Springfield, Mass.

ACTIVE MEMBERS
OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

Abbott, Blanche N., Laconia, N. H.
Adams, Charlotte, Brighton, Mass.
Aldrich, George I., Brookline, Mass.
Alexander, Frank W., Georgetown, Mass.
Andrews, G. A., Derby, Vt.
Andrews, Walter E., Newburyport, Mass.
Angell, Vera A., Greenville, R. I.
Arnold, Sarah L., Boston, Mass.

- Atkins, N. H., Marblehead, Mass.
Averill, Sarah M., Worcester, Mass.
Badger, Abner A., Walpole, Mass.
Baker, A. G., 499 Main St., Springfield, Mass.
Baker, Benjamin, Newport, R. I.
Baldwin, William A., Hyannis, Mass.
Balliet, Thomas M., Springfield, Mass.
Barnes, Clara, Houlton, Me.
Barnes, Sarah Dyer, Providence, R. I.
Barnes, Thomas H., South Boston, Mass.
Barrell, James S., Cambridgeport, Mass.
Bartley, Joseph Dana, Burlington, Vt.
Bates, Herbert H., Cambridge, Mass.
Beckwith, Walter P., Salem, Mass.
Beedy, Helen C., Farmington, Me.
Bennett, Mrs. Lydia A., Leonia, N. J.
Bigelow, Maggie M., Easton, Me.
Bishop, Nathan L., Norwich, Conn.
Bond, Mrs. Mabel Rogers, 468 Pleasant St., Malden,
Mass.
Boyden, A. G., Bridgewater, Mass.
Boyden, Wallace C., Normal School, Boston, Mass.
Bradbury, William F., Cambridge, Mass.
Bradford, H. C., Lewiston, Me.
Bradley, F. L., Charleston, Me.
Brehaut, James W., North Attleboro, Mass.
Brown, David H., West Medford, Mass.
Brown, Hattie A., Barrington, R. I.
Brown, Nellie, Plymouth, Vt.
Brown, Robert M., 3 Miller St., Portsmouth, N. H.
Bruce, O. B., Lynn, Mass.
Bruce, Mrs. O. B., 33 Harwood St., Lynn, Mass.

- Bryant, H. H., Waterville, Me.
Bryant, W. H. H., 13 Tremont Pl., Boston, Mass.
Buckley, Cathleen L., Bucksport, Me.
Bunker, Alfred, Boston, Mass.
Burbank, Ella L., 35 College Ave., Medford, Mass.
Burdett, Myrtie M., 16 Seminary St., Charlestown,
Mass.
Call, Arthur D., Holliston, Mass.
Camp, L. L., 74 Fifth Ave., N. Y.
Campbell, A. H., So. Hadley Falls, Mass.
Cate, E., 16 Ashburton Pl., Boston.
Champney, Abby A., Whitman, Mass.
Chapin, Charles S., Westfield, Mass.
Chapman, Mrs. D. W., 622 Tremont St., Boston,
Mass.
Chase, Albro E., Portland, Me.
Chase, George C., Lewiston, Me.
Chase, S. Carrie, Morrisville, Vt.
Childs, Harold C., Swampscott, Mass.
Church, George E., Providence, R. I.
Clark, W. A., Jr., Boston, Mass.
Cloudman, Nellie L., Gorham, Me.
Coffin, Geo. H., Harrington, Me.
Cogswell, Francis, Cambridge, Mass.
Colby, Florence A., Mt. Desert Ferry, Me.
Conant, Edward, Randolph, Vt.
Cook, F. H., Leominster, Mass.
Corliss, Lewis H., Bridgton, Me.
Corning, Charles R., Pleasant St., Concord, N. H.
Corthell, W. J., Gorham, Me.
Cowell, Hervey S., Ashburnham, Mass.
Cox, E. J., Newtonville, Mass.

- Cragin, Wm. N., Bedford, Mass.
Crane, N. D., 219 Columbus Ave., Boston, Mass.
Crawford, W. C., Ashford St., Allston, Mass.
Creed, Herbert C., Frederickton, N. B.
Cummings, G. J., Washington, D. C.
Cummings, William H., Meriden, N. H.
Cushing, Ella M., 10 Prospect St., Fitchburg, Mass.
Cushing, Mrs. M. M., 10 Prospect St., Fitchburg, Mass.
Daniell, M. Grant, 9 Schuyler St., Roxbury, Mass.
Davis, Mrs. Mary R., Forest Ave., Springfield, Mass.
Day, B. C., Parental School, West Roxbury, Mass.
Day, C. Frances, Bradford, Mass.
Dean, Arthur D., Springfield, Mass.
Deane, Charles W., Bridgeport, Conn.
Dearborn, Mary E., Quincy, Mass.
Derby, Miss E. E., Dublin, N. H.
Dixon, Edward, West Brookfield, Mass.
Eaton, George T., Andover, Mass.
Edgerly, Joseph G., Fitchburg, Mass.
Edmund, Gertrude, Lowell, Mass.
Eliot, Charles W., Cambridge, Mass.
Evans, Alice J., Portland, Me.
Fellows, Miss F. E., 55 Otis St., Norwich, Conn.
Fickett, Miss M. G., Gorham, Me.
Fickett, Wyman C., West Somerville, Mass.
Finch, Adelaide V., Waterbury, Conn.
Folsom, Hon. Channing, Dover, N. H.
French, Mrs. Geo. F., 99 High St., Portland, Me.
French, Nathaniel S., Roxbury, Mass.
Frisbee, Ivory F., Milford, Mass.
Fuller, Sidney F., Kennebunk, Me.

- Garfield, Mary L., 8 Grove St., Fitchburg, Mass.
Gault, John, Manchester, N. H.
Gibson, Helen, 27 Winter St., So. Gardner, Mass.
Gilmore, A. F., Turner, Me.
Goodrich, Adella R., Randolph, Vt.
Goodrich, Annie L., 89 No. Main St., Attleboro, Mass.
Gordy, W. F., Hartford, Conn.
Gowing, Fred, Providence, R. I.
Graves, S. J., Springfield, Mass.
Greenough, James C., Westfield, Mass.
Hall, Charles P., Shelburne Falls, Mass.
Hall, Charlotte B., West Roxbury, Mass.
Hall, Elizabeth, Lewiston, Me.
Hardon, Henry C., South Boston, Mass.
Harkness, Albert, Providence, R. I.
Harriman, Jessie B., South St., Concord, N. H.
Hartmann, E., 14 Beacon St., Boston, Mass.
Hartwell, Mrs., H. C., 156 Blossom St., Fitchburg,
Mass.
Harvey, Anna M., Newmarket, N. H.
Hastings, Lemuel S., Nashua, N. H.
Hatch, William E., New Bedford, Mass.
Heath, D. C., Boston, Mass.
Hersom, Hortense, South Manchester, Conn.
Hill, Hon. Frank A., Cambridge, Mass.
Hill, Nellie D., 44 Beach St., Revere, Mass.
Hine, Hon. Charles D., New Britain, Conn.
Hodge, Clifton F., Worcester, Mass.
Holden, J. Florence, Lynn, Mass.
Holman, Frank N., Springfield, Mass.
Houghton, Geo. S., 157 Webster St., West Newton,
Mass.

- Houghton, Mrs. Geo. S., 157 Webster St., West
Newton, Mass.
- Howard, E. Harrison, Providence, R. I.
- Hoyt, David W., Providence, R. I.
- Huling, Ray Greene, Cambridge, Mass.
- Huntress, Miss H. L., Concord, N. H.
- Jackson, Joseph, 15 Woodland St., Worcester, Mass.
- Jacobs, Walter B., Providence, R. I.
- James, Anna P., 68 Bellingham St., Chelsea, Mass.
- Jarvis, Dr. William F., Waltham, Mass.
- Jones, Albert M., Perkins Institute, Boston, Mass.
- Jordan, Mabel T., Lewiston, Me.
- Keene, Miss N. F., Bucksport, Me.
- Kenerson, A. H., 11 Copley St., Roxbury, Mass.
- Keyes, A. H., Plymouth, N. H.
- Kingsley, A. H., 17 Forest St., Providence, R. I.
- Kingsley, Nathan G., Providence, R. I.
- Knox, Horatio B., Providence, R. I.
- Lang, Ossian H., 61 E. 9th St., New York.
- Laughton, Marie W., Pierce Building, Copley Sq.,
Boston, Mass.
- Leadbetter, Florence E., Roslindale, Mass.
- Learned, Alonzo K., Holden, Mass.
- Leighton, Miss E. E., Rindge, N. H.
- Leonard, Ellen D., Westhampton, Mass.
- Libbey, Geo. W., 73 Tremont St., Boston, Mass.
- Libby, Alice D., Greene, Me.
- Lingham, C. H., 13 Tremont Pl., Boston, Mass.
- Lull, H. W., Newport, R. I.
- Manchester, Miss A. H., 189 Clifford St., Provi-
dence, R. I.

Manchester, W. L., 352 Washington St., Boston,
Mass.

Marr, Margie C., Cornish, Me.

Marshall, C. E., Hawley St., Boston, Mass.

Martin, George H., Lynn, Mass.

Maynard, James E., Jr., Westminster, Vt.

McConkey, Bertha M., South Manchester, Conn.

McConkey, Eva, South Manchester, Conn.

McDonald, James R., Tremont Bldg., Boston, Mass.

McDonald, Mrs. Etta A. B., West Medford, Mass.

McIntire, Adelaide, Pritchard St., Fitchburg, Mass.

Mead, Kate B., Bridgton, Me.

Meador, Lewis H., Providence, R. I.

Merrill, Moses, Boston, Mass.

Metcalf, R. B., 93 Summer St., Boston, Mass.

Metcalf, Robert C., Boston, Mass.

Mills, Blanche L., Bridgton Highlands, Me.

Mitchell, Myrtle, Belfast, Me.

Monroe, Will S., Westfield, Mass.

Moore, Charles S., 7 Irving Terrace, Cambridge,
Mass.

Moore, Cora E., Leonia, N. J.

Moore, Geo. H., 13 Tremont Pl., Boston, Mass.

Moore, H. A., Ellsworth, Me.

Moore, Minnie B., Lambertville, N. J.

Morrill, Alfred B., Easthampton, Mass.

Morse, Herbert L., West Roxbury, Mass.

Morss, Charles H., Medford, Mass.

Moulton, Jeanette, Exeter, N. H.

Mowry, Joseph E., Providence, R. I.

Mowry, William A., Hyde Park, Mass.

Newton, Walter R., 169 Main St., Andover, Mass.

Nichols, Mary T., Bucksport, Me.
Nolen, A. Eugene, Fitchburg, Mass.
Norris, John O., Melrose, Mass.
Nowland, Alice, St. Johnsbury, Vt.
Nowland, J. M., Quincy, Mass.
Nye, John M., Phenix, R. I.
Ott, Dr. Geo. J., Clinton, Mass.
Owen, Lincoln, Boston, Mass.
Paisley, Rev. Dr., Sackville, N. S.
Palmer, Sarah T., South Manchester, Conn.
Parmenter, Charles W., Cambridge, Mass.
Pearson, Martha E., 118 Ash St., Chelsea, Mass.
Pease, Alvin F., Malden, Mass.
Peck, William T., Providence, R. I.
Perry, Eugene A., Malden, Mass.
Phillips, I. C., Lewiston, Me.
Pillsbury, Rev. John H., Waban, Mass.
Prince, John T., West Newton, Mass.
Ranger, Hon. Walter E., Johnson, Vt.
Reynolds, Helen J., Lubec, Me.
Rich, Eleanor J., Bangor, Me.
Rich, Martha L., Parental School, West Roxbury,
Mass.
Rich, Ruth G., Dorchester, Mass.
Richardson, Albert F., Castine, Me.
Robinson, Mary C., Bangor, Me.
Root, Edith A., So. Manchester, Conn.
Roote, Clarence, B., Northampton, Mass.
Rugg, George, Chicopee, Mass.
Russell, L. W., Providence, R. I.
Russell, W. E., Gorham, Me.
Rust, Anna C., 80 West St., Worcester, Mass.

- Sanborn, I. W., Lyndonville, Vt.
Sanderson, W. H., Bridgewater, Mass.
Seaman, J. D., Charlottetown, P. E. I.
Seaver, Edwin P., Boston, Mass.
Seller, Mabel L., Bangor, Me.
Sherman, Cora C., 34 Barnaby St., Fall River, Mass.
Silden, Laura, B., 86 West St., Keene, N. H.
Skinner, Anna Mae, Bangor, Me.
Smith, Arthur W., Adams, Mass.
Smith, Hamilton I., Boston, Mass.
Smith, Mrs. Howard A., 69 Pleasant St., Concord,
N. H.
Smith, Grace H., Bangor, Me.
Smith, Pearl Edna, Greenville, R. I.
Snow, Mary S., Bangor, Me.
Soule, Chas. H., 142 Fifth Ave., N. Y.
Southworth, Gordon A., Somerville, Mass.
Starkweather, S. Annie, North Adams, Mass.
Stearns, Charles H., Johnson, Vt.
Stein, Helen A., 239 E. Houston St., New York.
Stetson, Hon. W. W., Auburn, Me.
Stevens, Miss C. A., 14 Grove St., Norwich, Conn.
Stevens, Gertrude T., Houlton, Me.
Stevens, Marian P., Bucksport, Me.
Stockwell, Hon. Thomas B., Providence, R. I.
Stone, Charles T., Bridgton, Me.
Stone, Miss G. L., Gorham, Me.
Stone, M. A., Reading, Mass.
Stone, Hon. Mason S., Morrisville, Vt.
Stuart, G. A., New Britain, Conn.
Swazey, Nettie M., Bucksport, Me.
Tarbell, Horace S., Providence, R. I.

- Taylor, Stella A., Plymouth, Vt.
Tetlow, John, Boston, Mass.
Thayer, Edwin S., Fall River, Mass.
Thompson, John G., Fitchburg, Mass.
Townsend, C. Bernice, Lynn, Mass.
Tyler, Prof. John M., Amherst, Mass.
Verplanck, F. A., South Manchester, Conn.
Wade, May C., Northampton, Mass.
Walker, Amasa, 110 Boylston St., Boston, Mass.
Walton, George A., West Newton, Mass.
Ward, William S., Cambridge, Mass.
Weard, Martin, New Britain, Conn.
Webber, Arthur B., Harvard School, Cambridge,
Mass.
Webster, Alice E., Verona, Me.
Webster, James W., Malden, Mass.
Whitehill, Edwin H., Bridgewater, Mass.
Whitehill, N. J., White River Junction, Vt.
Whitney, Frank W., 3 Marion Road, Watertown, Mass.
Whittemore, F. E., Reading, Mass.
Whittemore, Henry, Framingham, Mass.
Wilkinson, Minna, South Manchester, Conn.
Williams, Kate R., 51 Summer St., Taunton, Mass.
Williams, Schuyler P., Bridgeport, Conn.
Wilson, Esther A., Bangor, Me.
Winship, Albert E., 74 Perkins St., Somerville, Mass.
Winslow, Wm. H., Bath, Me.
Wolfenden, Susie M., Geo. B. Stone School, Boston,
Mass.
Woodbury, Ernest Roliston, Meriden, N. H.
Worcester, John C., West Springfield, Mass.
Worcester, L. Ada, Sprague's Mills, Me.

CONSTITUTION
OF THE
AMERICAN INSTITUTE OF INSTRUCTION.

Adopted August, 1870, as a substitute for the older one, and amended
July, 1886, July, 1891, and July, 1898.

PREAMBLE.

We, whose names are hereunto subjoined, pledging our zealous efforts to promote the cause of popular education, agree to adopt the following Constitution.

ARTICLE I. — NAME.

The society shall be known by the title of the American Institute of Instruction.

ARTICLE II. — MEMBERS.

1. The members of the Institute shall be divided into three classes, styled active, associate, and honorary.
2. Any person interested in the cause of education and recommended by the Committee on Membership may become an active member by a major vote of the members present and voting at any regular meeting.
3. Only active members shall be empowered to vote and hold office.

4. Any active member who shall for the period of one year neglect to pay the annual assessment, shall by such neglect forfeit his membership.

5. Any person of good moral character may become an associate member for the current year by paying the annual assessment.

6. Honorary members may be elected by the Institute on recommendation of two-thirds of the Directors present at any stated meeting of the Board.

ARTICLE III. — MEETINGS.

1. The Annual Meeting shall be held at such time and place as the Board of Directors shall appoint.

2. Special meeting may be called by the Directors.

3. Due notice of the meetings of the Institute shall be given in the public journals.

ARTICLE IV. — OFFICERS.

1. The officers of the Institute shall be a President, Vice-Presidents, a Secretary, an Assistant Secretary, a Treasurer, an Assistant Treasurer, and twelve Counselors, all of whom shall constitute a Board of Directors.

2. The officers shall be elected annually by ballot and shall continue in office till their successors shall be chosen.

ARTICLE V. — DUTIES OF OFFICERS.

1. The Secretary shall give notice of all meetings of the Institute and of the Board of Directors and shall keep a record of their transactions.

2. The Treasurer shall collect and receive all moneys of the Institute, and shall render an accurate statement of his receipts and payments annually, and whenever called upon by the Board of Directors, to whom he shall give such bonds for the faithful performance of his duty as they shall require. He shall make no payment, except by the order of the Finance Committee of the Board.

3. The Board of Directors shall devise and carry into execution such measures as may promote the general interests of the Institute, shall have charge of the property of the Institute, shall be authorized to publish its proceedings and such papers relating to education as may seem to them desirable. They shall have power to fill all vacancies in their Board, from members of the Institute, and make By-Laws for its government. They shall have power to vote an annual assessment of one dollar upon the members, except honorary members, and to remit the payment thereof, when in their judgment it may seem wise to do so. They shall annually elect the following standing committees:

(1) A committee of six, who with the President, Secretary, and Treasurer shall constitute the Committee on Membership, whose duty it shall be to report to the Institute from time to time, the names of such persons as they may recommend for membership.

(2) A committee of three on Finance, whose duty it shall be to audit the accounts of the Treasurer, and under the control of the Board of Directors, to draw orders on the Treasurer for the payment of charges against the Institute.

(3) A committee of three on Necrology.

4. Stated meetings of the Board shall be held on the first Saturday in January and on the first day of the Annual Meeting of the Institute.

ARTICLE VI. — BY-LAWS AND AMENDMENTS.

1. By-Laws not repugnant to this Constitution may be adopted at any regular meeting.

2. This Constitution may be altered or amended by a vote of two thirds of the members present at the Annual Meeting, provided two-thirds of the Directors present at the stated meeting shall agree to recommend the proposed alteration or amendment.

BY-LAWS.

1. At all meetings of the Board of Directors, seven members shall be necessary to constitute a quorum to do business.

2. It shall be the duty of the Secretary, on application of any two Directors, to call special meetings of the Board at such time and place as the President may appoint.

3. Before each Annual Meeting the Treasurer shall have printed certificates of membership, numbered consecutively from one upward. These certificates shall be attached to stubs having the corresponding numbers printed thereon. The book of stubs left after the certificates of membership are detached therefrom shall form a part of the Treasurer's account, to be delivered to the Finance Committee, for the purpose of auditing the accounts of the Institute.

ABSTRACTS OF ADDRESSES.

NEW CONDITIONS CONFRONTING THE NEW CENTURY.

BY REV. JOSIAH STRONG OF NEW YORK CITY.

Ladies and Gentlemen, Members of the American Institute of Instruction:—

I have always held in high honor the profession which you represent, and improved my earliest opportunity to express my appreciation by selecting a Yankee school teacher for my mother. I chose another of the same stock for a paternal aunt, another for my sister, and still another for my wife.

If I have thus in any measure honored your profession, you have, I am sure, abundantly reciprocated by inviting me to address the American Institute of Instruction on this occasion.

It is not necessary for me to say that I am neither a prophet nor the son of a prophet, and I trust I shall remember the counsel which Dr. Butler of Trinity College gave to his students. He said: "Young men, let us not be too confident, let us not dogmatize. We are none of us infallible, not even the *youngest*." When a man has turned fifty he is a great deal less infallible than when at

twenty in college. Every man, however, has a right like the Scotchman to draw an inference,—“Sandy, you’ve been about the meenister’s hoose sa lang noo, I suppose ye could write a sermon yoursel’, gin somebody gie ye a text?” “Weel, I dinna ken, I might draw an inference or twa.” “What inference, Sandy, would ye draw fra this text—‘The wild ass snuffeth up the east wind at her pleasure?’” “Weel, I’d infer it would be a lang while afore she’d fotten on it.” I shall attempt to present to you some of the new conditions that confront the new century, hoping like our Scotch friend to draw “an inference or twa.”

The German Emperor had an English mother, but notwithstanding this fact he is German in his ideas and ideals; and even in his personal appearance he is a typical German. The Prince of Wales had a German father, and although by blood he is as much of a German as the Emperor, yet in his ideas, in his ideals and even in his personal appearance, he is a typical Englishman. The one was made German by a German environment, and the other was made English by an English environment. Now the conditions which confront the new century are its environment. The centuries are lineal descendants one of another. They come, therefore, under the laws of heredity, and heredity is decisive within certain limits. But within certain other limits environment is decisive. And when we look at the new conditions, which confront the future and constitute a new environment, we trust we shall find ourselves warranted in drawing one or two inferences concerning the century to come.

The first new fact to which I wish to call your attention is this: the practical exhaustion of our arable public

lands. From prehistoric times down to the present, there has always been to the westward a comparatively unoccupied land to receive the overflow of crowded populations. From the early home of the race, in ever enlarging circles, waves of migration rolled east and west, and today the Asiatic and the European races meet on the Pacific coast. And there are no more new worlds. We have arrived at a new stage in the world's history. Two results, it seems to me, must necessarily follow. One is that the great races of the world must now enter on a new era of competition with each other, and the other is that the great movement which heretofore has been westward with the Star of Empire must now turn southward toward the tropics where the unoccupied lands of the world are. Indeed both of these movements have already begun ; and in the last fifteen or sixteen years the great European Powers have laid hold of more than five million square miles in the tropics,—an area greater than all Europe by one-half.

But this movement has a special significance for our own people. Have you ever estimated the tremendous energy which has been employed by the American people in the conquest of the continent? These waves of population at the beginning of the century, across which you have been looking to-day, had rolled up the Allegheny slope and cast their spray as far west as Ohio a hundred years ago. Remember that during these hundred years the American people created homes for seventy millions. They brought under the plow four and a half million farms. Think of the energy which for forty years reduced to cultivation sixteen thousand acres on the average every day. Think of the energy which has built half a thousand

cities; some of them among the great cities of the earth. Think of the energy which has strung 775,000 miles of telephone wire and more than eight hundred thousand miles of telegraph wire. Think of the energy which has built 232,000 miles of railway, enough to parallel every track in all Europe and then with the remainder, if the Equator would only furnish a roadbed, to girdle the earth. Think of the energy which has organized twenty-nine great commonwealths during the century and furnished each of them with the appliances, the institutions, the customs of organized, civilized life; each one of those commonwealths on the average larger than England and Wales. This gives us some conception of the enormous energy which has been put forth by the American people in bringing this continent under the yoke of civilization. It took a thousand years to develop the civilization of Europe, and we have brought under the yoke as large an area almost in a single century. Stanley has said that three times the number of Europeans could not have accomplished more than the Americans have done in the same time. My friends, now that the continent has been conquered, what is to become of this tremendous energy? It must inevitably turn outward.

Turn for a moment to the wealth that has been created in the United States and invested here. I cannot dwell upon it but will give you a single illustration. Take the period of a single generation from 1860 to 1890, and bear in mind that that period included the civil war, when two great armies were withdrawn from production and devoted all their energies and ingenuity to the work of destruction. Remember that during that period three millions of slaves

were withdrawn from the assets of the nation. Remember that we are the best fed and best clothed nation in the world, and the most wasteful. Yet above all the loss, above all the expenditure, legitimate and illegitimate, we created and amassed forty-nine thousand million dollars, a thousand million more than Great Britain had saved in all the centuries.

Now my friends, we are developing wealth and energy faster today than ever before. Engineers are now able to measure the working energy of a nation in foot-tons, and they tell us that the American people have more foot-tons of energy today, twice over, than Great Britain, and nearly as much as Great Britain, France and Germany combined. What is to become of that energy; what are we to do with the cumulating millions? We are not going to invest thirteen thousand millions more in railways. We have not to build again those magnificent blocks in our cities, which will stand for generations: much of this work has been done for ages. We are driven to the conclusion that this tremendous energy of the American people and this marvellous wealth are to turn outward, and precisely as Great Britain has for generations sent her sons and capital to the ends of the earth, so we during the twentieth century will be forced to send our energies and our capital to Europe, to Asia, to Africa, to the islands of the sea; indeed it is already flowing thither.

There is another fact on which I must not dwell, which is perhaps sufficiently evident from what has already been said; viz., the necessity of finding foreign markets. During the Twentieth Century such markets will become as essential for the United States as they have long been for England.

Complementary to this fact, let me call your attention to another world fact, namely the awakening of China. When a nap of two thousand years or more comes to an end it is an event worth noting, especially if the awakening be that of a giant. China has been asleep for at least two milleniums. Her fossilized condition is due to her isolation. On the east, cut off from the world by an impassable ocean, on the north, west and south, by mountains and deserts almost equally impassable, she has known nothing of the world save the tribes on her borders. She looks at foreigners as barbarians. The embassy which visited China under the direction of Lord McCartney in 1792 entered into Chinese history as "barbarians bringing tribute to China." Why should she learn from Barbarians? Her isolation made her ignorant. Her ignorance made her self-satisfied. Her self-satisfaction made her conservative. But in the Chino-Japanese war a few years ago little Japan dealt her a blow which fairly cracked the shell of her insufferable conceit, and let in nineteenth century light. Many illustrations might be given of the opening up of Western civilization in China, but I must not tarry. Let me say, American and English steamers are now plying on Chinese waters. It is only a few years ago that the government bought the first railroad built in China and tore it up. Now she is freely granting franchises and today there are 317 miles of railroad in operation, owned, built and operated by the government; 2270 miles in process of construction, and 3570 projected. Already the factory chimney is sending its smoke into the Celestial heavens. The telephone and telegraph are there. Already China is awakening; think

of it. China; back to whose birth the Christian era does not reach half way. China; old when Rome was founded. China; gray with centuries when Moses led the Israelites out of Egypt. China; older than ancient Abraham. Think of China, riding in the lightning express, travelling in electric cars, talking by telephone, reading Confucius by the Edison incandescent lamp. What incongruities! What juxtaposition of East and West! What confounding of the compass! What confusion of the centuries! The impossible has transpired. The faculty of wonder is paralyzed and we can never again be surprised. China's awakening will have marvelous results to the world, social, intellectual and spiritual. But these I cannot touch tonight. Look for a moment at its commercial results.

What if there should arise out of the Pacific another America with seventy-five million people possessing a civilization like our own? What a tremendous impetus would that give to the world's manufactures and commerce. And yet, my friends, raising the standard of living in China to the average standard in the United States would be equivalent, commercially speaking, to the creation of five Americas. The standard of living in America is from ten to twenty times as high as in China. Thirty-six dollars a year will support a working man's family there—three dollars a month: What if the standard of living in China were raised fifty per cent; that would be equal, commercially speaking, to the creation of two hundred million souls. We begin to see now what the awakening of China means to the commerce of the world. It means the opening up of an almost limitless market. And when

we consider that without any purpose of our own the United States has providentially become an Asiatic power, which fact greatly increases our influence in China, and when we consider how perfectly this new and vast market of Asia fits the new manufacturing necessities of the United States, it is easy to see and to say that

“There is a divinity that shapes our ends,
Rough hew them how we will.”

But we must pass on to another new world condition, and that is the cutting of the Isthmian Canal; rendered certain by that trip of the Oregon. What the genius of Columbus sought in vain to find, the genius of modern science is about to create — a passage westward to the Indies. I cannot dwell upon its effects, but those of us who recognize to what extent the growth and decay of cities, the rise and fall of empires has been due to the change of routes of travel, can see how profoundly the cutting of this Isthmus, thus saving from five to ten thousand miles of travel, will effect the commerce of the civilized world. And that will practically carry the Pacific Coast far into the United States up the Mississippi Valley. It would then be possible to take a steamer at Pittsburg for Hong Kong; at Omaha for Yokohama.

This leads us to the next new world condition, — the fact that during the Twentieth Century the Pacific Ocean is to become the New Mediterranean, the midland sea of the world. For thousands of years the Mediterranean was the center of the world's population, commerce, wealth, civilization and power. With the discovery and development of America that center moved westward to the Atlantic; and now it has passed over to the Pacific, there to

remain. The Pacific is already the center of the world's largest population. The countries which border on it contain more than one-half the world's population, and that population is to be vastly increased. How many of us know that there is more arable land in North, Central and South America than in Europe, Asia and Africa? This continent, therefore, could support a larger population than Europe, Asia and Africa combined, and because it can it some day will. Think then of these hundreds of millions in America looking across the Pacific to the four hundred millions of China, and across the Indian Ocean to the three hundred millions of India. Isn't it evident that the Pacific is indeed to be the center of the world's population; and, with a quickened Asia, the center of the world's vital power; the center of the world's commerce, the center of the world's wealth, and ultimately the center of its civilization? Europe, some day, is going to be the backside of the world. We now say San Francisco is three thousand miles from New York, but some time in the Twentieth Century New York will be three thousand miles from San Francisco. But I must hasten on. Our subject is less limited than our time.

Do you note the fact that the great Anglo-Saxon homes encircle the Pacific—the new center of the world's wealth, population and power?—Canada, the United States, New Zealand, Australia, Anglo-Saxon power in the Phillipines, and there at the very cross-roads of the Pacific, the flag of the United States flying over Hawaii. Do you see what it means?

Sir Walter Raleigh said that those who command the sea command the world's commerce, and therefore the

world's wealth, and therefore the world's power. A year or two ago when the distinguished English philosopher, Benjamin Kidd, was in New York, a few gentlemen gave him a dinner. It was my privilege to be present, and on that occasion in his address he said: "When Admiral Dewey fired that gun in Manila Bay, in my judgment it was the greatest historical event since Waterloo." Prof. Giddings of Columbia University followed, and in his remarks said: "I shall have to differ from the distinguished guest of the evening in his estimate of the importance of the battle of Manilla Bay. In my judgment that gun fired by Admiral Dewey was the most important event in history since Charles Martel turned back the Turk," which was in 732. And to justify his judgment he added: "Because the great question of the Twentieth Century will be whether Anglo-Saxon civilization or the civilization of the Slav is to be impressed upon the world." That, my friends, I believe to be profoundly true. I might well take an hour to unfold that point, but we must pass it.

One other point. Another new condition that confronts the new century, and the last that I will name, is the fact that we are coming to a new world life. Time was when each nation was a little world living within itself as much as possible. Then industry was individualistic. We have to go back but a little way to reach the age of home-spun. Down to this century and well on to the middle of it, the world's work was done by muscles—either those of man or beast. During the last half of it, in England and in the United States at least—and largely in Europe—machinery has supplanted muscles; and this judged by its effects on civilization is the profoundest change that

has ever taken place in the history of the world. Many of you will remember well back to that age of homespun when the good farmer and his wife between them knew ten or a dozen trades. Permit me upon this occasion to refer to my own father and mother. If they had been cast away on Alexander Selkirk's island they could have reared a family in comfort, independent of all the world. My mother could take the wool as it came from the back of the sheep and dye it, card it, spin it, weave it and make it into a suit of clothes for husband or son. And when I was as tall as I am now I wore a garment which my mother made with her own hands from the wool. Now the ten or a dozen trades that my father and mother knew are represented each one by say twenty machines. We are told it takes sixty-four machines to make a shoe; and instead of each man's knowing five or six trades, he does not know even one, but only the one-sixty-fourth part of one. And each of the sixty-four operatives is dependent on the other sixty-three for the finished product. Thus has machinery made men interdependent. When one link in a bicycle stops the chain stops. In like manner the great industries are today linked together and have become mutually dependent. In the age of homespun the family was industrially a little world. Now the world is rapidly becoming one great family. We have entered on the last great stage of development, namely, that of a world industry. First industry was individualistic; then it was organized in the factory; then the organization extended to the community and the region round about; then to the nation, and now it is beginning to include the world; and there is thus being developed a world life which is new. Only a few

years ago there was a financial panic in the Argentine Republic and it cost New York City hundreds of millions of dollars. The American Congress passes a certain bill and some thousands of workmen are thrown out of employment in an Austrian city. Silver is demonetized in India and mines close in Colorado.

Thus we are coming to live one life in the world, and as we develop a world life we shall develop a world consciousness, and with that world consciousness will come a world conscience. And when that has been sufficiently developed we shall recognize our responsibility to the peoples of the world. If those Armenians that were massacred a few years ago had been Anglo-Saxons, do you suppose England and the United States would have stood around twirling their thumbs permitting the great assassin to butcher a hundred thousand at his leisure? The very first massacre would have been the last, for it would have been the suicide of the Turkish Empire. Now it is barbaric, it is heathen to measure our moral responsibility by the yardstick. It is barbaric, it is heathen to look on the peoples as beyond any obligation of ours simply because they are on the other side of the world. Whoever is found on the Jericho road of need is our neighbor, and our neighbor is our brother. As the world's life becomes more and more one, the United States will find itself brought into ever closer relations with the oppressed of all the world—in Africa and in Asia and in the Islands of the sea, and as the world conscience is developed we shall feel our responsibility for them.

I wish now to draw very briefly two inferences and then I will release your attention. First as we have en-

tered upon a world life we must have a world policy. It is not a question whether we will expand. We have already expanded. One hundred years ago Washington's advice to avoid entangling alliances was the best possible for the infancy of the republic. But our policy of political isolation, was based on our geographical and industrial isolation, both of which have long since ceased, and the superstructure must go with the foundation. If I come among you and say, "I will trade with you and get gain; I will call upon you and receive your courtesies, but I will have nothing to do with your politics; I will pay no taxes; I will bear no responsibility for the good order of the community," you would despise me. The United States can no longer say to the nations of the earth, "We will trade with you and make out of you all the money we can. We will exchange courtesies — send you our ambassadors and receive yours, but we will accept no responsibility for the world's order; we will not share the expense of a world policy." The time has come when the United States must have a world policy because it has become a world power.

Secondly, I believe, my friends, that the great struggle of the future is to be between civil and religious liberty represented by the Anglo-Saxon, and civil and religious absolutism represented by the Slav; and sooner or later, probably in the twentieth century, they will join in a death grapple. Hence my inference is that the Anglo-Saxon peoples of the earth must join hands in readiness for that day. Mr. Chamberlain has said, "Terrible as is war, it it would be worth while in a noble cause if we could see the stars and stripes and the Union Jack floating together over an Anglo-Saxon alliance." Yea, verily, and how

much better if we could see the stars and stripes together with the Union Jack floating together to preserve the world's peace. Permit me, in this connection, to read a few words of what might be called an unpublished speech of Lord Palmerston. In 1840 a number of American diplomats were in London, and a banquet was given at which only Americans and Englishmen in public life were present. Lord Palmerston was one of them. He spoke last. For awhile he indulged in a prevailing tone of pleasantry, but after awhile he fell into a far more serious strain. He spoke with great earnestness of the importance of closest friendship between the two great English-speaking nations, and how helpful they could be to each other. He said that men in their position could see, if they would but look, far more in the political situation than appeared on the surface. He looked with apprehension to the future. He believed that before the close of the nineteenth century the most gigantic war in the annals of the world would be precipitated on the nations. In that war, it would not be a struggle for territory, nor for mere commercial advantage, but it would be a contest of ideas — of opposing principles. It would be a conflict between absolutism and constitutional government; between despotism and liberty — whether the people should rule or the will of one man or class should be the law. In that conflict, said he, Russia, by the necessities of the case, must lead the forces of absolutism, and most of the organized governments of Europe will support her. The Czar stands for personal authority in its baldest form. By a like necessity England must lead the forces that strive for constitutional freedom, for civil and religious liberty. He sadly confessed that his own country had

often been untrue to her ideals, had often been unscrupulous and oppressive in advancing her interests, yet, wherever she had gone and established her rule, there she carried free institutions, and had given to conquered peoples the benefits of her own civilization as fully and as rapidly as they could receive them. She established order and administered justice according to law. He then said, with great solemnity, "In that terrible conflict I believe that liberty will win; but England, standing almost alone among the nations of Europe, will be pressed and strained beyond any past experience. Her resources will be tried to the utmost, and if in her extremity she cannot reach forth her hand to her mighty daughter beyond the Atlantic and receive help and encouragement, then woe to the hopes of the world for civil and religious liberty. If the forces of freedom be not united, ruin is certain."

In conclusion permit me to give you a little poem which appeared during the war two years ago this summer, and after that I will release you with thanks for your attention. The poem is entitled —

"JONATHAN TO JOHN."

(Thirty-five years after, with apologies to Hon. Hosea Bigelow.)

Blood's thicker than mere water, John :
We tried to tell you so
(Your oldest son and daughter, John),
Thirty-five years ago.
Ole Uncle S., sez he, "I guess
John knows it now," sez he :
"He likes his kin, and hopes we'll win
Like children of J. B. ;
Thet is, like you and me."

When we giv back Slidell, John,
Our stock wuz purty low;
Did you care if it fell, John,
Ez far ez stocks can go?
Ole Uncle S., sez he, "I guess,
John didn't mind," sez he,
"Ef we had lost, s' long s' the cost
Waz not upon J. B.,
But only you an' me."

We learned our lesson hard, John;
Don't blame us, ef we feel
Still sore about the card, John,
You played, when 'twuz your deal.
Ole Uncle S., sez he, "I guess
John knows the game," sez he;
"But when he revokes, there's other folks
Watching the ole J. B.,
Ez well ez you an' me."

You've larned a lesson, tu, John,
With all you had to pay;
You need us, we need you, John;
Thet's whut we sense to-day.
Ole Uncle S., sez he, "I guess
I said that once," sez he;
"We'd a hard row, just then, to hoe,
But so may have J. B.,
Ez well ez you an' me."

We're glad of one thing most, John,
You know we're in the right;
An' it is now your boast, John
You want to see right might.
Ole Uncle S., sez he, "I guess
'Twant allers so," sez he;
"He used to say he'd have his way
Because he wuz J. B.,
'Thout thought of you or me!"

You paid Geneva's bill, John,
 Of twenty million dollars;
 You mustn't take it ill, John,
 The eagle sometimes hollers.
 Ole Uncle S., sez he, "I guess
 I'm square on that," sez he;
 "The Alabama turned out a hammer
 Thet hit the ole J. B.,
 Ez hard ez you an' me."

We've been a trifle rough, John
 (Let's say so, now it's over;)
 Givin' you thet rebuff, John,
 Thet Olney writ fer Grover.
 Ole Uncle S., sez he, "I guess
 We went tu fur," sez he,
 "About the sealer, an' Venezuela;
 An' let's forgive J. B.,
 Ez he does you an' me."

Our families are big, John,
 'And we are proud and glad
 That you don't care a fig, John,
 Fur what made us both so mad.
 Ole Uncle S., sez he, "I guess
 We're one at heart," sez he,
 "Though now and then we'll quarrel again,
 We won't fight with J. B.,
 No more'n twixt you an' me."

We're one from sea to sea, John;
 Shall it be 'round the earth?
 Shall we forever be, John,
 Allied in fact as birth?
 Ole Uncle S., sez he, "I guess
 We licked him once," sez he;
 But all creation can't lick the nation
 That calls itself J. B.,
 When backed by you an' me!"

HENRY HARMON NEILL.

THE CRISIS.

BY DR. C. C. ROUNDS, WASHINGTON, D. C.

There are days of shadow as well as sunshine in the history of civilization as well as in the history of the individual. This century has seen tremendous advances in science and in the application of mechanical laws. The serious question is, Has matter got ahead of spirit? Has material development progressed in greater ratio than moral strength? The investigation of these questions leads the inquirer to the present crisis both in our modern civilization, our nation, and ourselves.

Recently a peace conference assembled at the Hague. Today the nations have entered upon a carousal of war. Influences have gathered which are beyond the control of our civilization. This is the period of renaissance—of discovery—the world has been largely discovered, but not so with man.

These several crises are illustrated by a description of the recent eclipse of the sun. From the darkness the sun eventually shone. Nelson put the telescope to his blind eye so that he could not see the signal, and thereby won a battle. Let us beware that we do not do the same and lose a battle. The present crisis is the crisis of existing civilization, for it is civilization itself that is today imperilled. The three leading characteristics of barbarism are despotic power, commercial monopoly and force the recognized law. The three leading features of civilization are defence against external force, maintenance of internal justice and the perfecting of national life. Tested by

these definitions the very existence of civilization seems in peril. The characteristics of barbarism seem in the ascendant.

The average intellect today is not equal to the complications of daily life. The average intellect of Attica was much superior to that of Britain while life was much simpler. Thus today the poor are becoming poorer, and the struggle becoming intensified. The tiger instinct is not dying out. The burden of war is becoming heavier. Barbarism is scoring many a triumph and a warning note is needed that the nations of the earth may perceive their danger.

THE PERSONAL EQUATION.

BY DR. A. W. EDSON, NEW YORK CITY.

No one ought to teach who has not had the proper education in a normal or training school. Both scholarship and professional training are necessary, but they do not always ensure success. It is the difficult and delicate work of the teacher to inspire the children with the proper high ideals and feelings.

Then it is necessary that the teacher should have a strong personality. The personality of a candidate for any office often outweighs the possession of training and fitness. A good presence, a good physique is always an advantage—it creates a favorable impression. If this is

lacking, other qualities must be cultivated to take its place. A teacher should aim to be neat and attractive. Careful attention to the dress and person goes a long way in the management of children. Example in this respect is better than precept.

The expression of the face, the eye, and the voice mean much to the teacher. A harsh, rasping voice is generally a hindrance. These qualities appear on the surface, but the following are not so apparent. A sweet temperament, a winning smile captivates the school. A sunny disposition implies good health, and is optimistic. A willing spirit is always prized by school officials. Energy is necessary. The teacher of strong, impulsive personality, with enthusiasm and with self possession will be a good disciplinarian. The children will instinctively obey the keen eye of the teacher.

Tact, adaptability, and good sense are rare and priceless gifts. The teacher should be kind, sympathetic, gentle, generous, and a good example. To be a good teacher one must be a good man or woman. Positive rather than negative goodness is demanded. There is needed not so much better teachers as broader and better men and women. Much more stress should be laid, in the normal schools, on the personal character of the candidates. In the choice of a teacher anything like a "pull" should be avoided, and due consideration given to the personal character. Thus teaching will rise to the dignity of a profession.

ROBERT BURNS.

BY JUDGE W. P. STAFFORD.

Nearly 104 years ago Burns lay dying in Dumfries. His own people did not realize his greatness. They saw only the man; we see only the poet, and yet we wish to know both. Burns never looked upon himself as we look upon him. He did not write for the future, his ambition was humble. He wished to be but the Ayrshire bard. He wrote and sang for the amusement of himself and his friends. Only by accident were his poems published. A small edition of some of his best work was published to pay his debts, and he intended leaving Scotland to come to the New World.

But the book made him famous, and he went to Edinburgh, the lion of the hour. One secret of his success was this, the subjects of his verse were his own experiences; they came from his heart. He wrote to ease his own morbid or passionate hours. He had a perfect mastery of his subject, perfect sympathy with his audience, and perfect control of his instrument. He wrote the smooth, elegant verses common to the times only in moments of weakness or when he had nothing to say.

He is best when he writes his native dialect. In moments of tremendous excitement the best thoughts come, and they come in the language of the cradle. He had no college education, and yet he had a true education. Oxford and Cambridge turned out many brilliant men, but they never turned out a poet of the people.

The school of hardship, poverty, and daily toil is the only school that can produce any poet of the people.

Burns had lots of common sense. There may be much that is coarse in his writings, but nothing that was silly. We laugh with Burns, but not at him. He was a man of ability and brains. He had the gift of leadership, of eloquence, and of sympathy. But above all his poetic genius was his crown. He was Heaven's rarest and greatest gift—a poet. He had the best blood of Scotland in his veins, the peasant's blood. His father was a man of matured rigid virtue, independent character, and quiet temper. His mother had the soul of a poetess, was responsive to beauty, and was ever crooning Old Scotia's songs. In such an atmosphere he was born, and the verses he has left have been one of the strongest links that bind Scotland's people. Our debt to him is not merely the verse he has left us, but the spirit of manly independence, which is the basis of true democracy.

NATURE AND THE CHILD.

BY REV. W. J. LONG.

When nature teaches man his spirit mounts up, touched by a kindred spirit. Nature is very old, yet is very subtle in concealing her age. We think the child is young, but in reality he is as old as the race. This is seen if a child is taken to a large, old cathedral; instinctively the child feels the worship and the reverence of generations. The child should be taught that his life is in the presence of a life higher than his own. The ordinary study of nature, such as botany, is a failure as it is now generally taught,

for it gives no thrill to the child. In watching the leaves of a rose drop off we think its usefulness over. This is, however, but a part of nature's method. It is the expanding life that causes the leaves to drop off. The same life that causes the sap to flow into the branches and shoots and causing the buds and blossoms to burst forth, causes the blossoms to drop that the seed, the emblem and cause of the new life, may have a chance.

Teach the child life, and show that behind him is the great life of nature. Nature and the child should be brought together, for both are akin and both are as old as the universe.

But how are they to be brought together? That teacher will do the best who knows most and has the most experience, so the first thing for a teacher is to have his own soul impressed. Put yourself right in contact with nature and get the joy that comes from the study. Learn to study, not so much books as nature. Get into the habit of close observation. Go into the wilderness, which is a great science school.

But how is the child to be taught? The child is wise in his own way, he is deep from his very artlessness, and is absolutely simple. The only thing which the child possesses and into which he grows is personality. He knows he is apart from nature, he knows his own personality. The difference between a child and a grown person is that the child is free from preconceived ideas and notions. Our system of child training is absolutely wrong. As a general rule the father and mother are indulgent and want the child to be free in his will, but at once begin to hinder and restrict him in the matter of education. This

should be reversed. The will should be bound, and the intellect and spirit left free. The will can early be trained to obedience while the child is young.

This should be done, and the child will soon educate himself. Teach him to keep the eye and the heart open. Kipling and Seton-Thompson have written admirable animal stories, but they will not do as natural studies for children, for the authors have made the mistake of giving to the animals a human personality.

The question has been asked, "How are we to teach children this study and yet avoid the usual cruelty? It is a mistake to say that the child is naturally cruel; he is so by force of example. Don't preach to the children, but get them really interested in watching and they will not think of being cruel. Don't discourage sport and hunting, for many things can be learned in no other way. The real sportsman and the real naturalist get more tender hearted as the days go by.

THE COMMON SCHOOL AS A SOCIAL CENTRE.

BY OSSIAN H. LANG.
Editor N. Y. School Journal.

The proudest educational achievement of the nineteenth century is, no doubt, the establishment of the free common school as the chief agency for the elevation of the people. It represents the most beneficent and most striking characteristic of America's contributions to civilization

and is a monument to the practical recognition of the dependence of the common good upon education. The foundations upon which it is built are the eternal principles of humanity and universal brotherhood. We have only just begun to appreciate the sublime significance of its conception. Vistas of indefinite possibilities open out before us when we contemplate the scope and logical outcome of the endeavors already made under its auspices. As the expression of the people's faith in education, and its determination to secure to everyone whatever his social or economic conditions, the advantages of a systematic elementary education, the American common school stands unequalled. In the first place attendance is free to all, even the text books are furnished and other necessary working tools are given gratuitously. In some states clothing is supplied to poor children. Free baths have been introduced in some city schools. These things show that sociological ingenuity is at work on the problem of equalizing, as much as possible, the opportunities of preparation for the struggle for existence. The time is ripe for free breakfasts in districts where poverty reigns, and prevent children from getting the one implement necessary to enable them to rise above the misery of their surroundings. As long as there are pupils too hungry to be able to obtain the full benefit of the training and instruction offered at school, society does not fully meet its obligations. Education can no more do its work on an empty stomach than music can cure tooth-ache. The money spent on it is largely wasted. Moreover, the unfed and underfed and malfed are most apt to be the prey of dread diseases and scatter contagion abroad. The

money required for feeding needy, hungry school children will be saved on a score of years from the expenses for prisons and hospitals. We want all children to have a fair start. Attendance at school is compulsory, as it should be. The safety of the republic depends on the education of the masses. The schools are strictly unsectarian after four centuries of conflict, non-sectarian — free to all.

The full benefit, however, did not begin to be felt until the emancipation of the slaves. The final adoption of the principle of universal education in common schools is largely the fruit of Horace Mann's heroic advocacy. To-day we are on the crest of a wave that will carry us into fuller possession of its meaning than the world has ever seen. Evening schools, parents' meetings, free public lectures, free libraries and reading rooms, established under the auspices of the public school system, prove the new convictions which have come to us and which we are striving determinedly to realize. The idea is to make the common schools the social integration centres of the United States. There is no other means by which such a permanent social union can be brought about. The material interests, looking after the feeding and clothing of the body, the earning of a livelihood, and the like, have wrought, apparently, hopeless distinctions and diversions and hard-and-fast lines of demarkation in economic society. Political interests also tend to produce the same results, by separating citizens into contending parties. In the field of spiritual interests the world has witnessed several epochs of local, natural and racial union. But they were in the light of the present day, periods of fail-

ure and darkness. The school must be turned into a people's club-house, conducted after the manner of the Young Men's Christian Association, making it the social centre of the community in which it is located. If there is a gymnasium so much the better. The evening schools and popular lectures, now so widely adopted, fit splendidly into the plan. Good art exhibitions may be secured which would travel from one school community to another, and develop a taste for the beautiful among the people. Musical and rhetorical entertainments given occasionally prove a means of elevating and educating the public taste in those arts.